# Chapter IV:  Self-Study Findings

**For** **each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.**

**For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.**

  **Note: The five criteria categories are:**

**A. Organization: Vision and Mission, Schoolwide Learner Outcomes, Governance, Leadership and Staff, and Resources**

**B. Standards-based Student Learning: Curriculum**

**C. Standards-based Student Learning: Instruction**

**D. Standards-based Student Learning: Assessment and Accountability**

**E. School Culture and Support for Student Personal and Academic Growth.**

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Assessment and Accountability Criterion – Reporting and Accountability Processes

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan.

Professionally Acceptable Assessment Process

**D1.1. Indicator**: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders.

**D1.1. Prompt**: *Evaluate the effectiveness of the assessment processes.*

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| **Findings** | **Supporting Evidence** |
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Basis for Determination of Performance Levels

**D1.2. Indicator**: The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels.

**D1.2. Prompt**: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

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| **Findings** | **Supporting Evidence** |
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Modifications Based on Assessment Results

**D1.3. Indicator**: The school leadership uses assessment results to modify the school program and processes, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D1.3. Prompt**: *Comment on the overall effectiveness of how assessment results have prompted modifications in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process.*

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| **Findings** | **Supporting Evidence** |
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Monitoring of Student Growth

**D1.4. Indicator**: The school has an effective system (e.g., Comprehensive Student Support System (CSSS), Response to Intervention (RTI), etc.) to monitor all students’ progress toward meeting the academic standards and schoolwide learner outcomes and provides appropriate interventions.

**D1.4. Prompt**: *Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes and to provide appropriate interventions.*

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| **Findings** | **Supporting Evidence** |
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D2. Assessment and Accountability Criterion – Classroom Assessment Strategies

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student.

Appropriate Assessment Strategies

**D2.1. Indicator**: Teachers use appropriate assessment strategies to measure student progress toward acquiring academic standards and the schoolwide learner outcomes.

**D2.1. Prompt**: *Evaluate the appropriateness of formative assessment strategies used by teachers to measure student progress and modify instructional practices.*

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| **Findings** | **Supporting Evidence** |
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**Using Assessment Data**

**D2.2. Indicator**: Assessment data are used to make decisions and modify instructional practices.

**D2.2. Prompt**: *Evaluate the effectiveness of modified instructional practices based on assessment data.*

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| **Findings** | **Supporting Evidence** |
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**Demonstration of Student Achievement**

**D2.3. Indicator**: A variety of standards-based curriculum-embedded assessments (e.g., student work, pre- and post- assessments, performance tasks, etc.) demonstrate student achievement of the academic standards and the schoolwide learner outcomes.

**D2.3. Prompt**: *Evaluate how a variety of standards-based curriculum-embedded assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

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| **Findings** | **Supporting Evidence** |
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**Teacher Feedback to Students**

**D2.4. Indicator**: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and schoolwide learner outcomes.

**D2.4. Prompt**:*How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes?*

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| **Findings** | **Supporting Evidence** |
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**ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Areas**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified preliminary student learning needs (Chapter III).

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| **Summary (including comments about the identified preliminary student learning needs):** |

Prioritize the strengths and areas of growth for Category D.

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| **Category D: Assessment and Accountability: Areas of Strength** |

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| **Category D: Assessment and Accountability: Areas of Growth** |

**Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter V.**